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## First-Year Retention and Student Success at UMaine (Exploratory Analyses)

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***First-Year Retention and Student Success at UMaine***  
**(Exploratory Analyses)**

UMaine Office of Institutional Research  
24 August 2018

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This report comprises exploratory data and brief narrative regarding first-year retention and student success at UMaine. Specifically, we examine the following:

- First-year retention by residency;
- Timing of student withdrawal during the first year;
- The relationship between student retention and such student characteristics as gender, SAT/HS GPA, Pell status, first-generation status, first-year living arrangement, and responses on the New Student Survey;
- The relationship between retention and first-semester academic performance;
- Common first-year courses and success rates;
- The relationship between success rates (i.e., percentage of students receiving a grade higher than D) and SAT/HS GPA in common courses with low success rates; and
- Success rates by major in the common first-year courses with the lowest success rates.

The retention analyses include first-year, full-time students who matriculated at UMaine in 2014 through 2016; the success rate analyses include first-year, full-time students who matriculated in 2015 through 2017. This report is intended to provide baseline data for informing the efforts of the First-Year Experience Steering Committee and working groups.

**Overall Retention Rates**

Table 1 shows, by residency, the percentage of students who were suspended, withdrew, and retained. Overall (combining residency and the three cohorts), we see that 6% of students were suspended, 18% withdrew, and 76% returned for their second year. The suspension rate is similar across residency categories, whereas the withdrawal percentage for out-of-state students is four percentage points higher than that for in-state students.

Table 1. Overall retention by residency.

		Cohorts							
		2014		2015		2016		Three Years Combined	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
In-State	Suspended	81	6%	78	6%	74	6%	233	6%
	Withdraw	207	16%	217	17%	206	17%	630	17%
	Retained	979	77%	1,002	77%	953	77%	2,934	77%
	Total	1,267		1,297		1,233		3,797	
NEBHE	Suspended	9	7%	4	3%	7	5%	20	5%
	Withdraw	25	18%	23	18%	31	21%	79	19%
	Retained	104	75%	104	79%	112	75%	320	76%
	Total	138		131		150		419	
Out-of-State	Suspended	25	4%	37	7%	60	8%	122	6%
	Withdraw	125	21%	126	23%	160	21%	411	21%
	Retained	436	74%	397	71%	548	71%	1,381	72%
	Total	586		560		768		1,914	
International	Suspended	3	10%	2	8%	0	0%	5	5%
	Withdraw	7	23%	2	8%	8	20%	17	18%
	Retained	20	67%	20	83%	33	80%	73	77%
	Total	30		24		41		95	
Total	Suspended	118	6%	121	6%	141	6%	380	6%
	Withdraw	364	18%	368	18%	405	18%	1,137	18%
	Retained	1,539	76%	1,523	76%	1,646	75%	4,708	76%
	Total	2,021		2,012		2,192		6,225	

### **Timing of Withdrawal**

Table 2 shows, by residency and first-semester GPA, the percentage of students who withdrew at various points throughout the first year.

#### **Highlights**

- Overall, 18% of students in these cohorts withdrew from UMaine after their first year. Of these, 40% withdrew before spring census, 18% between February and July, and 37% between August and fall census. Six percent of nonretained students did not officially withdraw before fall census. The timing pattern is similar for in-state and out-of-state students.
- Not surprisingly, students with a lower first-semester GPA are more likely to withdraw before the spring census: 74% of nonreturning students with a first-semester GPA of less than 1.0 withdrew before spring census.

Table 2. Timing of first-year withdrawals.

Residency	First-Semester GPA	Cohort	Suspended		Withdrawn		Percentage of withdrawals by timeframe						
			<i>n</i>	%	<i>n</i>	%	Before spring semester	Spring semester before census	Feb/ March/April	May/June /July	August	Sep/Oct before fall census	Did not officially withdraw
Out-of-State	No GPA (withdrew from coursework)	16	0	0%	14	88%	100%	0%	0%	0%	0%	0%	0%
	Zero	39	11	28%	26	67%	31%	65%	0%	0%	0%	4%	0%
	Greater than zero less than 1.0	108	43	40%	27	25%	4%	63%	7%	4%	11%	11%	0%
	Greater than or equal to 1.0 less than 2.0	373	68	18%	88	24%	1%	44%	9%	9%	9%	26%	1%
	Greater than equal to 2.0 less than 3.0	963	19	2%	207	21%	5%	21%	2%	15%	20%	37%	0%
	Greater than or equal to 3.0	929	6	1%	145	16%	8%	19%	5%	18%	16%	30%	5%
	Total	2,428	147	6%	507	21%	9%	28%	4%	13%	15%	29%	2%
In-State	No GPA (withdrew from coursework)	36	3	8%	29	81%	93%	0%	3%	0%	0%	0%	3%
	Zero	57	21	37%	33	58%	6%	73%	9%	0%	3%	6%	3%
	Greater than zero less than 1.0	177	73	41%	70	40%	4%	73%	13%	3%	0%	4%	3%
	Greater than or equal to 1.0 less than 2.0	423	89	21%	104	25%	8%	38%	13%	8%	9%	15%	10%
	Greater than equal to 2.0 less than 3.0	1,250	37	3%	223	18%	5%	22%	8%	13%	17%	25%	11%
	Greater than or equal to 3.0	1,854	10	1%	171	9%	8%	18%	1%	17%	23%	19%	15%
	Total	3,797	233	6%	630	17%	10%	31%	7%	11%	14%	17%	10%
Total	No GPA (withdrew from coursework)	52	3	6%	43	83%	95%	0%	2%	0%	0%	0%	2%
	Zero	96	32	33%	59	61%	17%	69%	5%	0%	2%	5%	2%
	Greater than zero less than 1.0	285	116	41%	97	34%	4%	70%	11%	3%	3%	6%	2%
	Greater than or equal to 1.0 less than 2.0	796	157	20%	192	24%	5%	41%	11%	8%	9%	20%	6%
	Greater than equal to 2.0 less than 3.0	2,213	56	3%	430	19%	5%	21%	5%	14%	18%	30%	6%
	Greater than or equal to 3.0	2,783	16	1%	316	11%	8%	18%	3%	17%	20%	24%	10%
	Total	6,225	380	6%	1,137	18%	10%	30%	6%	12%	14%	22%	6%

## **First-Year Retention**

Tables 3–9 show relationships between various student demographic and academic characteristics and first-year retention. Each table shows (a) the percentage of students who were suspended, withdrew, and retained, and (b) the percentage of retained students who had earned 30+ credits by the beginning of their second year.

Tables 3 and 4 shows the relationship between retention and selected student characteristics.

### **Highlights**

- First-generation students are less likely than non-first-generation students to return after their first year (67% vs. 78%, respectively), and those who did return are less likely to have earned 30 or more credits by the beginning of their second year (62% vs. 69%).
- Pell recipients have a lower retention rate than non-Pell students (72% vs. 77%) and, further, they are less likely to return their second year with at least 30 credits (61% vs. 71%).
- The C-index, an equally weighted composite of SAT score and high school GPA (ranging from 0 to 100), shows a significant relationship with retention and credits earned. Students with a C-index below 70 are more likely than students having a C-index of 70 or above to be suspended (12% vs. 3%) or to have withdraw (24% vs. 15%). Further, only 39% of retained students with a C-index below 70 had earned 30 or more credits by the beginning of the second year.
- Only 69% of students who lived off campus returned after the first year, compared with 76% of on-campus students.
- There are notable differences among residence halls with respect to retention. For example, the retention rates in the Honors dorms exceed 85%. Among the First-Year Experience dorms, in contrast, Kennebec and York have the lowest retention rates: 61% and 70%, respectively.

Table 3. Retention and SAT/HS GPA.<sup>1</sup>

SAT Range	High School GPA	Total		Suspended		Withdrew		Retained			Retained (30+ at start of second year)
		<i>n</i>		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i> %
900 or lower	< 2.0	2		0	0%	1	50%	1	50%		1 100%
	2.0 to 2.49	100		22	22%	27	27%	51	51%		9 18%
	2.5 to 2.99	143		22	15%	33	23%	88	62%		17 19%
	3.0 or higher	440		33	8%	125	28%	282	64%		104 37%
	Total	685		77	11%	186	27%	422	62%		131 31%
901 to 1000	< 2.0	2		0	0%	0	0%	2	100%		0 0%
	2.0 to 2.49	129		13	10%	33	26%	83	64%		23 28%
	2.5 to 2.99	223		23	10%	50	22%	150	67%		55 37%
	3.0 or higher	814		43	5%	171	21%	600	74%		349 58%
	Total	1,168		79	7%	254	22%	835	71%		427 51%
1001 to 1100	< 2.0	2		1	50%	1	50%	0	0%		0 --
	2.0 to 2.49	118		24	20%	24	20%	70	59%		23 33%
	2.5 to 2.99	178		15	8%	44	25%	119	67%		48 40%
	3.0 or higher	1,152		59	5%	198	17%	895	78%		604 67%
	Total	1,450		99	7%	267	18%	1,084	75%		675 62%
1101 to 1200	< 2.0	1		0	0%	0	0%	1	100%		1 100%
	2.0 to 2.49	53		9	17%	9	17%	35	66%		12 34%
	2.5 to 2.99	130		13	10%	31	24%	86	66%		48 56%
	3.0 or higher	1,090		22	2%	166	15%	902	83%		746 83%
	Total	1,274		44	3%	206	16%	1,024	80%		807 79%
Higher than 1200	< 2.0	0		0	--	0	--	0	--		0 --
	2.0 to 2.49	24		5	21%	6	25%	13	54%		4 31%
	2.5 to 2.99	34		3	9%	5	15%	26	76%		11 42%
	3.0 or higher	723		32	4%	70	10%	621	86%		559 90%
	Total	781		40	5%	81	10%	660	85%		574 87%

<sup>1</sup> SAT scores reflect the pre-2016 scale.

Table 4. Retention and student characteristics.

	Total		Suspended		Withdrew		Retained		Retained (30+ at start of second year)	
	<i>n</i>		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Gender</b>										
Male	3,299		261	8%	589	18%	2,449	74%	1,601	65%
Female	2,926		119	4%	548	19%	2,259	77%	1,577	70%
<b>C-Index Grouping<sup>1</sup></b>										
60 to 64	803		117	15%	203	25%	483	60%	132	27%
64 to 69	1,283		127	12%	304	24%	852	66%	386	45%
70 to 74	1,174		57	5%	247	21%	870	74%	531	61%
75 to 79	876		45	5%	150	17%	681	78%	494	73%
80 to 84	870		17	2%	123	14%	730	84%	617	85%
85 to 89	757		6	1%	59	8%	692	91%	646	93%
90 to 95	289		3	1%	15	5%	271	94%	265	98%
95 or higher	38		0	0%	5	13%	33	87%	33	100%
<b>First-Generation (student group)</b>										
Yes	1,420		110	8%	358	25%	952	67%	587	62%
No	4,805		270	6%	779	16%	3,756	78%	2,591	69%
<b>Pell recipient</b>										
Yes	2,181		157	7%	448	21%	1,576	72%	959	61%
No	4,044		223	6%	689	17%	3,132	77%	2,219	71%
<b>Live on campus</b>										
Yes	5,716		339	6%	1,020	18%	4,357	76%	2,933	67%
No	509		41	8%	117	23%	351	69%	245	70%
<b>Dorm</b>										
Androscoggin Hall <sup>F</sup>	713		50	7%	131	18%	532	75%	358	67%
Balentine Hall <sup>H</sup>	109		3	3%	11	10%	95	87%	88	93%
Colvin Hall <sup>H</sup>	50		0	0%	4	8%	46	92%	44	96%
Cumberland Hall <sup>F</sup>	725		37	5%	131	18%	557	77%	361	65%
Gannett Hall <sup>F</sup>	699		27	4%	143	20%	529	76%	324	61%
Kennebec Hall <sup>F</sup>	49		3	6%	16	33%	30	61%	18	60%
Knox Hall <sup>F</sup>	816		60	7%	158	19%	598	73%	370	62%
Oxford Hall <sup>F</sup>	831		61	7%	139	17%	631	76%	438	69%
Penobscot Hall <sup>H</sup>	450		10	2%	38	8%	402	89%	376	94%
Somerset Hall <sup>F</sup>	835		56	7%	147	18%	632	76%	394	62%
York Hall <sup>F</sup>	408		31	8%	91	22%	286	70%	145	51%
Other dorms	36		1	3%	14	39%	21	58%	18	86%

<sup>1</sup> Equally-weighted composite of SAT (or ACT) and HS GPA (ranging from 0 to 100)<sup>F</sup> First-year experience hall<sup>H</sup> Honors housing

Table 5 shows the relationship between first-year academic performance and retention.

### **Highlights**

- Surprising to no one, there is a strong relationship between first-semester performance and retention.
  - Fewer than half of students having a first-semester GPA of 1.5 or below return the following fall; in contrast, 86% of students earning above a 2.5 GPA do so.
  - The withdrawal rate of students with a first-semester GPA between 1.5 and 2.5 is eight percentage points lower than those who earned above a 2.5 GPA.
  - Less than 50% of returning students who earned a first-semester GPA of 2.5 or lower return with at least 30 credits.
- Withdrawing from one or more courses in the first semester affects retention: Roughly half (55%) of students doing so return the following year. Further, of those who do return, only 29% enter their second year having amassed at least 30 credits.
- The retention rate for students who obtained at least one C, D, or F in the first semester is 70%, compared with 87% for students who had not.
- There is a clear relationship between the student's first math grade and first-year retention: 90% of students who earn an A in their first math class return for the following year, compared with only 40% and 57% among those who, respectively, earn an F or withdraw.



Table 5. Retention and first-semester academic performance.

	Total	Suspended		Withdrew		Retained		Retained (30+ at start of second year)	
	<i>n</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>First-semester GPA</b>									
Zero	96	32	33%	59	61%	5	5%	1	20%
Greater than 0 <= .5	106	44	42%	39	37%	23	22%	0	0%
Greater than .5 less than or equal to 1.0	188	74	39%	62	33%	52	28%	4	8%
Greater than 1.0 less than or equal to 1.5	304	85	28%	82	27%	137	45%	26	19%
Greater than 1.5 less than or equal to 2.0	520	71	14%	116	22%	333	64%	91	27%
Greater than 2.0 less than or equal to 2.5	880	35	4%	184	21%	661	75%	304	46%
Greater than 2.5	4,079	36	1%	552	14%	3,491	86%	2,752	79%
<b>Course withdrawal first semester</b>									
Withdrew from one course	572	88	15%	150	26%	334	58%	106	32%
Withdrew from one or more courses	795	113	14%	246	31%	436	55%	125	29%
Withdrew from two or more courses	223	25	11%	96	43%	102	46%	19	19%
<b>Grades earned first semester</b>									
Earned at least one C	3,539	238	7%	688	19%	2,603	74%	1,450	56%
Earned at least one D	1,534	231	15%	364	24%	939	61%	364	39%
Earned at least one C, D, or F	4,098	370	9%	874	21%	2,854	70%	1,548	54%
Failed one course	579	98	17%	146	25%	335	58%	91	27%
Failed one or more courses	1,014	266	26%	303	30%	445	44%	104	23%
Failed two or more courses	435	168	39%	157	36%	110	25%	13	12%
<b>Grade in first math course</b>									
A	891	5	1%	84	9%	802	90%	714	80%
B	1,370	26	2%	188	14%	1,156	84%	885	65%
C	897	37	4%	142	16%	718	80%	441	49%
C-	112	9	8%	19	17%	84	75%	39	35%
D	528	58	11%	106	20%	364	69%	156	30%
F	438	134	31%	130	30%	174	40%	31	7%
W	268	31	12%	85	32%	152	57%	43	16%

Tables 6 and 7 show the relationship between first-year retention and student responses to the New Student Survey, which is administered the summer prior to students' first semester at UMaine. (Respondents to the survey represent 73% of students in the three cohorts.)

### **Highlights**

- Students feeling *somewhat prepared, underprepared, or uncertain* are less likely to return for their second year. With these three categories combined, 73% of these students did not return compared with 80% of those feeling *very well prepared* or *well prepared* (again, combining these two categories).
- Among returning students who had indicated feeling *somewhat prepared, underprepared, or uncertain*, 57% returned with at least 30 credits, compared with 74% of those who indicated feeling *very well prepared* or *well prepared*.
- There is a positive relationship between retention and the time students expect to study and retention: 71% of students who indicated they would study 5 hours or less returned for a second year, compared with 83% of students who indicated 21 hours or more.
- Retention rates for students indicating they had concerns about finances and being away from family and friends is notably lower than for students who indicated no concerns in this regard. There is no relationship between having such concerns and returning for a second year with at least 30 credits.

Table 6. New Student Survey responses (selected).

		Total	Suspended		Withdrew		Retained		Retained (30+ at start of second year)
		<i>n</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i> %
Q3. How well prepared do you feel for your academic courses at UMaine?*	very well prepared	645	28	4%	84	13%	533	83%	435 82%
	well prepared	2,467	137	6%	378	15%	1,952	79%	1,388 71%
	somewhat prepared	1,305	90	7%	246	19%	969	74%	552 57%
	underprepared	66	3	5%	21	32%	42	64%	20 48%
	not certain	64	6	9%	15	23%	43	67%	27 63%
	Total respondents	4,547	264	6%	744	16%	3,539	78%	2,422 68%
Q4. During the coming year at UMaine, how much time do you expect to study during a typical week?*	5 hours or less	128	7	5%	30	23%	91	71%	49 54%
	6-10 hours	1,184	92	8%	210	18%	882	74%	546 62%
	11-15 hours	1,711	95	6%	289	17%	1,327	78%	913 69%
	16-20 hours	1,203	59	5%	178	15%	966	80%	705 73%
	21 hours or more	314	12	4%	40	13%	262	83%	205 78%
	Total respondents	4,540	265	6%	747	16%	3,528	78%	2,418 69%
Q5. What do you expect your grade point average to be at the end of your first year at UMaine?*	3.00 or higher	3,780	179	5%	600	16%	3,001	79%	2,184 73%
	2.00 - 2.99	742	85	11%	145	20%	512	69%	225 44%
	1.00 - 1.99	1	1	100%	0	0%	0	0%	0 0%
	lower than 1.00	0	0	0%	0	0%	0	0%	0 0%
	Total respondents	4,523	265	6%	745	16%	3,513	78%	2,409 69%
Q6. Is UMaine your first-choice school?	Yes	3,084	195	6%	507	16%	2,382	77%	1,591 67%
	No	1,367	65	5%	230	17%	1,072	78%	781 73%
	Total	4,451	260	6%	737	17%	3,454	78%	2,372 69%

\* Statistically significant relationship with retention ( $p < .05$ )

Table 7. New Student Survey responses: Student concerns.

		Total		Suspended		Withdrew		Retained			(30+ at start of second year)	
		<i>n</i>		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%
Q7. As you think about beginning your college experiences at UMaine, which of the following concern...-financial -- paying for school*	not a concern	931		62	7%	128	14%	741	80%		510	69%
	somewhat of a concern	1,804		105	6%	267	15%	1,432	79%		957	67%
	a concern	1,810		100	6%	353	20%	1,357	75%		950	70%
	Total	4,545		267	6%	748	16%	3,530	78%		2,417	68%
Q7. As you think about beginning your college experiences at UMaine, which of the following concern...-financial -- having enough spending money*	not a concern	855		63	7%	121	14%	671	78%		467	70%
	somewhat of a concern	2,176		115	5%	336	15%	1,725	79%		1,197	69%
	a concern	1,501		88	6%	291	19%	1,122	75%		746	66%
	Total	4,532		266	6%	748	17%	3,518	78%		2,410	69%
Q7. As you think about beginning your college experiences at UMaine, which of the following concern...-being away from family*	not a concern	2,363		172	7%	379	16%	1,812	77%		1,231	68%
	somewhat of a concern	1,699		73	4%	259	15%	1,367	80%		948	69%
	a concern	466		21	5%	104	22%	341	73%		230	67%
	Total	4,528		266	6%	742	16%	3,520	78%		2,409	68%
Q7. As you think about beginning your college experiences at UMaine, which of the following concern...-being away from friends*	not a concern	1,876		122	7%	283	15%	1,471	78%		1,007	68%
	somewhat of a concern	1,934		103	5%	305	16%	1,526	79%		1,051	69%
	a concern	720		40	6%	155	22%	525	73%		353	67%
	Total	4,530		265	6%	743	16%	3,522	78%		2,411	68%
Q7. As you think about beginning your college experiences at UMaine, which of the following concern...-grades	not a concern	642		43	7%	107	17%	492	77%		355	72%
	somewhat of a concern	1,932		121	6%	323	17%	1,488	77%		992	67%
	a concern	1,957		102	5%	314	16%	1,541	79%		1,063	69%
	Total	4,531		266	6%	744	16%	3,521	78%		2,410	68%
Q7. As you think about beginning your college experiences at UMaine, which of the following concern...-Have I chosen the best major for me?*	not a concern	1,659		123	7%	264	16%	1,272	77%		880	69%
	somewhat of a concern	1,740		89	5%	282	16%	1,369	79%		940	69%
	a concern	1,131		53	5%	196	17%	882	78%		590	67%
	Total	4,530		265	6%	742	16%	3,523	78%		2,410	68%
Q7. As you think about beginning your college experiences at UMaine, which of the following concern...-making sure I get the extra help I need in my classes	not a concern	1,384		83	6%	210	15%	1,091	79%		781	72%
	somewhat of a concern	2,291		142	6%	391	17%	1,758	77%		1,210	69%
	a concern	856		40	5%	144	17%	672	79%		422	63%
	Total	4,531		265	6%	745	16%	3,521	78%		2,413	69%

Table 7. New Student Survey responses: Student concerns (cont.)

		Total		Suspended		Withdrew		Retained			Retained (30+ at start of second year)	
		<i>n</i>		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%
Q7. As you think about beginning your college experiences at UMaine, which of the following concern...-health (physical, emotional)	not a concern	2,500		155	6%	391	16%	1,954	78%		1,336	68%
	somewhat of a concern	1,424		76	5%	230	16%	1,118	79%		767	69%
	a concern	609		35	6%	124	20%	450	74%		308	68%
	Total	4,533		266	6%	745	16%	3,522	78%		2,411	68%
Q7. As you think about beginning your college experiences at UMaine, which of the following concern...-relationships with faculty	not a concern	2,269		144	6%	374	16%	1,751	77%		1,135	65%
	somewhat of a concern	1,744		90	5%	280	16%	1,374	79%		1,001	73%
	a concern	517		31	6%	90	17%	396	77%		276	70%
	Total	4,530		265	6%	744	16%	3,521	78%		2,412	69%
Q7. As you think about beginning your college experiences at UMaine, which of the following concern...-instructor expectations	not a concern	1,900		127	7%	319	17%	1,454	77%		954	66%
	somewhat of a concern	2,075		104	5%	324	16%	1,647	79%		1,144	69%
	a concern	549		34	6%	96	17%	419	76%		314	75%
	Total	4,524		265	6%	739	16%	3,520	78%		2,412	69%
Q7. As you think about beginning your college experiences at UMaine, which of the following concern...-size of classes	not a concern	2,437		156	6%	414	17%	1,867	77%		1,253	67%
	somewhat of a concern	1,652		88	5%	263	16%	1,301	79%		900	69%
	a concern	444		22	5%	67	15%	355	80%		259	73%
	Total	4,533		266	6%	744	16%	3,523	78%		2,412	68%
Q7. As you think about beginning your college experiences at UMaine, which of the following concern...-relationships with new friends*	not a concern	1,636		111	7%	268	16%	1,257	77%		804	64%
	somewhat of a concern	1,846		116	6%	318	17%	1,412	76%		997	71%
	a concern	1,051		39	4%	159	15%	853	81%		609	71%
	Total	4,533		266	6%	745	16%	3,522	78%		2,410	68%
Q7. As you think about beginning your college experiences at UMaine, which of the following concern...-romantic relationships	not a concern	2,504		160	6%	414	17%	1,930	77%		1,293	67%
	somewhat of a concern	1,520		78	5%	249	16%	1,193	78%		827	69%
	a concern	508		28	6%	80	16%	400	79%		295	74%
	Total	4,532		266	6%	743	16%	3,523	78%		2,415	69%
Q7. As you think about beginning your college experiences at UMaine, which of the following concern...-drugs and alcohol*	not a concern	3,451		222	6%	585	17%	2,644	77%		1,760	67%
	somewhat of a concern	881		35	4%	125	14%	721	82%		528	73%
	a concern	196		9	5%	32	16%	155	79%		120	77%
	Total	4,528		266	6%	742	16%	3,520	78%		2,408	68%

Table 7. New Student Survey reponses: Student concerns (cont.)

		Total		Suspended		Withdrew		Retained			Retained (30+ at start of second year)	
		<i>n</i>		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%
Q7. As you think about beginning your college experiences at UMaine, which of the following concern...-transportation (rides to the mall, getting home for break, etc.)	not a concern	2,763		162	6%	432	16%	2,169	79%		1,480	68%
	somewhat of a concern	1,387		81	6%	226	16%	1,080	78%		742	69%
	a concern	383		22	6%	85	22%	276	72%		190	69%
	Total	4,533		265	6%	743	16%	3,525	78%		2,412	68%
Q7. As you think about beginning your college experiences at UMaine, which of the following concern...-finding my way around campus	not a concern	1,700		109	6%	267	16%	1,324	78%		893	67%
	somewhat of a concern	2,070		120	6%	340	16%	1,610	78%		1,123	70%
	a concern	768		37	5%	138	18%	593	77%		398	67%
	Total	4,538		266	6%	745	16%	3,527	78%		2,414	68%
Q7. As you think about beginning your college experiences at UMaine, which of the following concern...-residence hall life (roommate, noise, etc.)*	not a concern	1,887		141	7%	308	16%	1,438	76%		918	64%
	somewhat of a concern	1,974		101	5%	313	16%	1,560	79%		1,101	71%
	a concern	667		24	4%	121	18%	522	78%		390	75%
	Total	4,528		266	6%	742	16%	3,520	78%		2,409	68%
Q7. As you think about beginning your college experiences at UMaine, which of the following concern...-balancing my time among classes, studying, work, and leisure	not a concern	730		61	8%	126	17%	543	74%		340	63%
	somewhat of a concern	2,225		118	5%	369	17%	1,738	78%		1,186	68%
	a concern	1,586		87	5%	252	16%	1,247	79%		889	71%
	Total	4,541		266	6%	747	16%	3,528	78%		2,415	68%
Q7. As you think about beginning your college experiences at UMaine, which of the following concern...-my personal safety	not a concern	3,196		198	6%	497	16%	2,501	78%		1,696	68%
	somewhat of a concern	1,060		54	5%	189	18%	817	77%		567	69%
	a concern	270		14	5%	55	20%	201	74%		146	73%
	Total	4,526		266	6%	741	16%	3,519	78%		2,409	68%
Q7. As you think about beginning your college experiences at UMaine, which of the following concern...-no specific concerns, but a general anxiety about starting college	not a concern	1,454		98	7%	227	16%	1,129	78%		753	67%
	somewhat of a concern	2,153		118	5%	356	17%	1,679	78%		1,175	70%
	a concern	918		49	5%	159	17%	710	77%		480	68%
	Total	4,525		265	6%	742	16%	3,518	78%		2,408	68%

\* Statistically significant relationship with retention ( $p < .05$ )

Tables 8 and 9 show the majors having the largest percentage of students who, respectively, were suspended or withdrew. Only majors having at least 10 students in the combined 2014, 2015, and 2016 cohorts are included.

### Highlights

- 16 majors comprise 26% of first-year students but 53% of the first-year students suspended.
- Majors having the highest suspension rates: Pre-Business Foundations, Mechanical Engineering Technology, and Engineering Physics.
- Largest percentage of suspended students: Foundations, Computer Science, and Psychology.
- Majors having the highest withdrawal rates: Mass Communication, Studio Art, and NSFA Undecided.
- Largest percentage of withdrawn students: Explorations, Foundations, and LAS Undeclared.

Table 8. Selected majors having highest rates of suspension.

Major	Cohort	% suspended	% of first- year students	% of suspended students
Pre-Business Foundations	55	20%	1%	3%
Mechanical Eng. Technology	72	18%	1%	3%
Engineering Physics	28	18%	0%	1%
Computer Science	160	14%	3%	6%
Sustainable Agriculture	14	14%	0%	1%
Studio Art	21	14%	0%	1%
Political Science	77	13%	1%	3%
Foundations	391	13%	6%	13%
Molecular & Cellular Biology	25	12%	0%	1%
Pre-Engineering	256	11%	4%	7%
Psychology	226	10%	4%	6%
Pre-Business	138	10%	2%	4%
Botany	10	10%	0%	0%
Computer Engineering	70	10%	1%	2%
New Media	51	10%	1%	1%
		Total	26%	52%

Table 9. Selected majors having highest rates of withdrawal.

Major	Cohort	% withdrawn	% of first- year students	% of withdrawn students
Media Studies	19	42%	0.3%	0.7%
Studio Art	21	33%	0.3%	0.6%
Undeclared NSFA	24	33%	0.4%	0.7%
Anthropology	25	32%	0.4%	0.7%
Botany	10	30%	0.2%	0.3%
Social Work	35	29%	0.6%	0.9%
Foundations	391	28%	6.3%	9.7%
Art Education	11	27%	0.2%	0.3%
Management	48	27%	0.8%	1.1%
Mathematics	27	26%	0.4%	0.6%
Pre-Business Foundations	55	25%	0.9%	1.2%
Undeclared LAS	219	24%	3.5%	4.7%
Computer Science	160	24%	2.6%	3.3%
Explorations	554	24%	8.9%	11.5%
Undeclared EHD	17	24%	0.3%	0.4%
		Total	26%	37%

### Performance in First-Year Courses

In Tables 10–20, we present information regarding the most common courses taken by first-year students. In addition to reporting the percentage of students taking each course, we also report the success rate for each course—the percentage of students earning higher than a D. For those courses with lower success rates, we show (a) the relationship between the C-index<sup>1</sup> and success and (b) success rates by major.

Table 10 outlines the courses common among first-year students, and Table 11 shows the success rates for the most common courses.

#### Highlights

- The following courses are taken by at least 20% of the incoming class: ENG 101, PSY 100, BIO 100, MAT 126, MAT 122, ECO 120, and CMJ 103.
- The courses with the lowest success rates—below 70%—are CHY 121, MAT 121, and MAT 126. In contrast, over 85% of students taking ENG 101, CMJ 103, MUL 101, HON 111, and HON 112 earn a grade higher than D.

<sup>1</sup> SAT Scores from the 2016 SAT were converted to the pre-2016 scale using concordance tables provided by The College Board.



Table 10. Most common first-year courses.

Course	2015		2016		2017		2015 - 2017 Cohorts Combined	
	First-years enrolled	% of first-year class	First-years enrolled	% of first-year class	First-years enrolled	% of first-year class	First-years enrolled	% of first-year class
ENG 101	1,066	53%	1,221	56%	1,225	54%	3,512	54%
PSY 100	817	41%	934	43%	1,016	45%	2,767	43%
BIO 100	557	28%	664	30%	719	32%	1,940	30%
MAT 126	583	29%	643	29%	670	30%	1,896	29%
MAT 122	434	22%	509	23%	469	21%	1,412	22%
ECO 120	406	20%	462	21%	534	24%	1,402	22%
CMJ 103	368	18%	473	22%	475	21%	1,316	20%
PHY 121	332	17%	390	18%	413	18%	1,135	18%
CHY 121	373	19%	348	16%	384	17%	1,105	17%
CHY 123	372	18%	349	16%	380	17%	1,101	17%
NFA 117	337	17%	349	16%	324	14%	1,010	16%
FYS 100	290	14%	305	14%	396	18%	991	15%
FSN 101	285	14%	355	16%	341	15%	981	15%
HON 111	368	18%	284	13%	290	13%	942	15%
MAT 127	267	13%	305	14%	325	14%	897	14%
MUL 101	287	14%	301	14%	296	13%	884	14%
LAS 150	247	12%	312	14%	310	14%	869	13%
ANT 101	241	12%	282	13%	307	14%	830	13%
HON 112	312	16%	245	11%	253	11%	810	13%
BUA 101	204	10%	266	12%	324	14%	794	12%
SOC 101	237	12%	236	11%	291	13%	764	12%
ECO 121	144	7%	233	11%	303	13%	680	11%
ANT 102	192	10%	259	12%	213	9%	664	10%
BUA 235	164	8%	209	10%	284	13%	657	10%
MAT 111	183	9%	233	11%	213	9%	629	10%
BIO 200	188	9%	191	9%	211	9%	590	9%
GEO 100	171	8%	205	9%	209	9%	585	9%
AST 109	172	9%	163	7%	221	10%	556	9%
STS 232	169	8%	203	9%	182	8%	554	9%
PHY 122	149	7%	195	9%	209	9%	553	9%
SMS 100	159	8%	191	9%	185	8%	535	8%
WGS 101	181	9%	207	9%	142	6%	530	8%
CHF 200	217	11%	216	10%	93	4%	526	8%
HTY 104	117	6%	196	9%	178	8%	491	8%

Table 11. Success rates for most common first-year courses.

Course	2015		2016		2017		2015 - 2017 cohorts combined	
	Success rate	DFWLs	Success rate	DFWLs	Success rate	DFWLs	Success rate	DFWLs
CHY 121	60%	150	65%	121	52%	185	59%	456
MAT 122	63%	161	71%	150	68%	148	67%	459
MAT 126	72%	165	66%	217	71%	197	69%	579
CHY 123	72%	103	83%	61	72%	106	75%	270
MAT 127	81%	52	76%	73	74%	84	77%	209
PSY 100	74%	212	80%	185	79%	215	78%	612
ANT 101	88%	30	80%	57	73%	83	80%	170
ECO 120	81%	77	78%	100	80%	109	80%	286
FSN 101	86%	41	83%	62	80%	67	83%	170
BIO 100	86%	79	88%	83	85%	111	86%	273
PHY 121	85%	51	88%	46	86%	59	86%	156
ENG 101	90%	102	86%	166	87%	160	88%	428
CMJ 103	90%	35	86%	64	89%	54	88%	153
MUL 101	91%	25	93%	22	92%	25	92%	72
HON 111	95%	368	95%	284	96%	290	95%	942
HON 112	97%	312	97%	245	97%	253	97%	810

Tables 12-20 show, by cohort, the relationship between success rates and the C-index for the most common courses with success rates of 80% or below. We also include BIO 100 and PHY 121 because they are first-year requirements for many majors. Highlighted are those C-index ranges with success rates below 60%.

Combining the three cohorts, Table 21 shows the overall success rates by major. (This table includes only majors having at least 20 students.) Highlighted are those majors/courses where 50% or more of the majors took the course and the success rate for those students was below 60%.

### Highlights

- For all courses, there is the expected relationship between the C-index and success rates: Students having a C-index below 70 also have the lowest success rates.
- Overall, 27% of students in these cohorts who took CHY 121 had a C-index below 75, and less than a quarter of those students earned a grade above D.

Table 12. CHY 121 success rates by C-index range.

	First Year								First Fall Only							
	2015 Cohort Success		2016 Cohort Success		2017 Cohort Success		2015 through 2017 Cohorts Combined Success		2015 Cohort Success		2016 Cohort Success		2017 Cohort Success		2015 through 2017 Cohorts Combined Success	
	Enrolled	rate	Enrolled	rate	Enrolled	rate	Enrolled	rate	Enrolled	rate	Enrolled	rate	Enrolled	rate	Enrolled	rate
60 to 69	76	20%	56	38%	61	11%	193	22%	61	15%	33	21%	33	3%	127	13%
70 to 74	57	32%	65	37%	73	32%	195	33%	47	30%	47	28%	59	25%	153	27%
75 to 79	56	66%	57	61%	63	41%	176	56%	49	65%	49	57%	49	37%	147	53%
80 to 84	65	66%	60	77%	65	58%	190	67%	60	65%	54	76%	58	59%	172	66%
85 to 89	81	91%	75	89%	75	84%	231	88%	76	91%	69	88%	73	85%	218	88%
90 to 95	30	97%	23	100%	38	97%	91	98%	28	96%	22	100%	38	97%	88	98%
95 or higher	2	100%	5	100%	1	100%	8	100%	2	100%	4	100%	1	100%	7	100%
Total	367	59%	341	65%	376	52%	1,084	58%	323	59%	278	63%	311	54%	912	59%

Table 13. MAT 122 success rates by C-index range.

	First Year								First Fall Only							
	2015 Success		2016 Success		2017 Success		2015 through 2017 Success		2015 Success		2016 Success		2017 Success		2015 through 2017 Success	
	Enrolled	rate	Enrolled	rate	Enrolled	rate	Enrolled	rate	Enrolled	rate	Enrolled	rate	Enrolled	rate	Enrolled	rate
60 to 69	174	44%	211	58%	183	55%	568	53%	95	47%	141	54%	134	53%	370	52%
70 to 74	98	66%	114	69%	119	70%	331	69%	64	77%	78	69%	85	69%	227	71%
75 to 79	65	78%	75	75%	74	81%	214	78%	44	82%	55	71%	57	82%	156	78%
80 to 84	48	79%	59	92%	53	79%	160	84%	32	84%	40	95%	41	83%	113	88%
85 to 89	33	91%	37	97%	32	91%	102	93%	16	88%	27	96%	28	89%	71	92%
90 to 95	8	88%	3	100%	3	100%	14	93%	4	75%	2	100%	3	100%	9	89%
95 or higher	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	426	63%	499	70%	464	68%	1,389	67%	255	68%	343	69%	348	69%	946	68%

Table 14. MAT 126 success rates by C-index range.

	First Year								First Fall Only							
	2015		2016		2017		2015 through 2017		2015		2016		2017		2015 through 2017	
	Enrolled	Success rate	Enrolled	Success rate	Enrolled	Success rate	Enrolled	Success rate	Enrolled	Success rate	Enrolled	Success rate	Enrolled	Success rate	Enrolled	Success rate
60 to 69	64	39%	96	28%	102	42%	262	36%	40	35%	62	32%	62	30%	164	35%
70 to 74	106	61%	125	54%	119	60%	350	58%	75	59%	89	57%	84	48%	248	56%
75 to 79	122	65%	110	54%	136	66%	368	62%	98	64%	92	55%	108	62%	298	62%
80 to 84	117	85%	138	83%	130	82%	385	83%	92	87%	109	86%	110	75%	311	85%
85 to 89	121	85%	124	90%	128	90%	373	88%	110	85%	109	91%	108	86%	327	89%
90 to 95	40	98%	34	100%	40	95%	114	97%	35	97%	33	100%	36	96%	104	98%
95 or higher	3	100%	3	100%	3	100%	9	100%	3	100%	3	100%	3	100%	9	100%
Total	573	72%	630	66%	658	71%	1,861	70%	453	73%	497	71%	511	71%	1,461	72%

Table 15. MAT 127 success rates by C-index range.

	First Year								First Fall Only							
	2015		2016		2017		2015 through 2017		2015		2016		2017		2015 through 2017	
	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate
60 to 69	8	75%	15	53%	16	25%	39	46%	0	0%	1	100%	0	0%	1	100%
70 to 74	32	72%	42	55%	32	63%	106	62%	3	100%	6	50%	3	33%	12	58%
75 to 79	52	62%	42	62%	55	53%	149	58%	6	83%	8	88%	6	83%	20	85%
80 to 84	60	77%	69	75%	71	77%	200	77%	13	69%	7	86%	13	54%	33	67%
85 to 89	74	92%	82	85%	89	88%	245	88%	18	94%	16	88%	21	95%	55	93%
90 to 95	34	100%	45	98%	51	90%	130	95%	14	100%	20	100%	22	91%	56	96%
95 or higher	3	100%	6	100%	5	100%	14	100%	0	0%	4	100%	3	100%	7	100%
Total	263	81%	301	76%	319	74%	883	77%	54	89%	62	89%	68	82%	184	86%

Table 16. PSY 100 success rates by c-index range

	First Year								First Fall Only							
	2015		2016		2017		2015 through 2017		2015		2016		2017		2015 through 2017	
	Enrolled	Success rate	Enrolled	Success rate	Enrolled	Success rate	Enrolled	Success rate	Enrolled	Success rate	Enrolled	Success rate	Enrolled	Success rate	Enrolled	Success rate
60 to 69	330	53%	411	67%	449	64%	1,190	62%	203	55%	287	66%	368	66%	858	63%
70 to 74	156	82%	189	88%	219	84%	564	85%	106	83%	144	88%	159	88%	409	87%
75 to 79	101	84%	123	88%	124	97%	348	90%	69	83%	79	90%	82	98%	230	90%
80 to 84	106	92%	101	93%	112	91%	319	92%	75	92%	63	94%	73	93%	211	93%
85 to 89	88	97%	75	99%	66	98%	229	98%	54	96%	50	98%	47	100%	151	98%
90 to 95	16	100%	16	100%	22	100%	54	100%	11	100%	13	100%	13	100%	37	100%
95 or higher	2	100%	0	0%	1	100%	3	100%	1	100%	0	0%	1	100%	2	100%
Total	799	74%	915	80%	993	79%	2,707	78%	519	75%	636	80%	743	80%	1,898	78%

Table 17. ANT 101 success rates by C-index range.

	First Year								First Fall Only							
	2015		2016		2017		2015 through 2017		2015		2016		2017		2015 through 2017	
	Enrolled	Success rate	Enrolled	Success rate	Enrolled	Success rate	Enrolled	Success rate	Enrolled	Success rate	Enrolled	Success rate	Enrolled	Success rate	Enrolled	Success rate
60 to 69	71	79%	99	59%	101	49%	271	60%	71	79%	99	59%	101	49%	271	60%
70 to 74	50	86%	64	92%	77	74%	191	83%	50	86%	64	92%	77	74%	191	83%
75 to 79	44	93%	53	83%	48	92%	145	89%	44	93%	53	83%	48	92%	145	89%
80 to 84	42	90%	41	100%	42	98%	125	96%	42	90%	41	100%	42	98%	125	96%
85 to 89	26	96%	14	100%	24	96%	64	97%	26	96%	14	100%	24	96%	64	97%
90 to 95	4	100%	5	100%	9	100%	18	100%	4	100%	5	100%	9	100%	18	100%
95 or higher	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	237	87%	276	80%	301	74%	814	80%	237	87%	276	80%	301	74%	814	80%

Table 18. ECO 120 success rates by C-index range.

	First Year								First Fall Only							
	2015		2016		2017		2015 through 2017		2015		2016		2017		2015 through 2017	
	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate
60 to 69	132	62%	170	61%	222	68%	524	64%	43	70%	80	65%	131	71%	254	69%
70 to 74	79	82%	102	88%	113	84%	294	85%	52	83%	66	91%	65	86%	183	87%
75 to 79	73	84%	63	71%	66	91%	202	82%	46	83%	41	73%	38	95%	125	83%
80 to 84	60	100%	48	94%	59	85%	167	93%	34	100%	23	100%	36	83%	93	94%
85 to 89	45	98%	48	100%	36	94%	129	98%	31	97%	28	100%	18	100%	77	99%
90 to 95	10	100%	14	100%	19	95%	43	98%	7	100%	8	100%	7	100%	22	100%
95 or higher	0	0%	1	100%	1	100%	2	100%	0	0%	1	100%	1	100%	2	100%
Total	399	81%	446	78%	516	79%	1,361	79%	213	85%	247	82%	296	81%	756	83%

Table 19. BIO 100 success rates by C-index range.

	First Year								First Fall Only							
	2015		2016		2017		2015 through 2017		2015		2016		2017		2015 through 2017	
	Enrolled	Success rate	Enrolled	Success rate	Enrolled	Success rate	Enrolled	Success rate	Enrolled	Success rate	Enrolled	Success rate	Enrolled	Success rate	Enrolled	Success rate
60 to 69	153	71%	235	74%	233	70%	621	72%	104	69%	173	76%	184	66%	461	70%
70 to 74	115	82%	142	89%	153	87%	410	86%	106	81%	133	90%	133	86%	372	86%
75 to 79	95	92%	97	94%	120	92%	312	92%	89	91%	87	94%	103	92%	279	92%
80 to 84	95	95%	102	99%	121	95%	318	96%	93	95%	92	99%	115	96%	300	96%
85 to 89	77	99%	67	99%	68	99%	212	99%	71	99%	58	98%	64	98%	193	98%
90 to 95	15	100%	14	100%	15	93%	44	98%	15	100%	11	100%	11	100%	37	100%
95 or higher	1	100%	1	100%	1	100%	3	100%	1	100%	1	100%	0	0%	2	100%
Total	551	86%	658	87%	711	85%	1,920	86%	479	86%	555	89%	610	84%	1,644	86%

Table 20. PHY 121 success rates by C-index range.

	First Year								First Fall Only							
	2015		2016		2017		2015 through 2017		2015		2016		2017		2015 through 2017	
	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate
60 to 69	21	62%	34	68%	53	51%	108	58%	9	56%	10	60%	32	53%	51	55%
70 to 74	49	78%	71	79%	56	88%	176	81%	24	54%	48	75%	30	83%	102	73%
75 to 79	62	74%	67	78%	76	87%	205	80%	44	66%	48	75%	57	84%	149	76%
80 to 84	74	86%	69	94%	75	89%	218	90%	43	79%	40	93%	51	86%	134	86%
85 to 89	77	96%	84	99%	91	93%	252	96%	49	94%	59	98%	61	92%	169	95%
90 to 95	43	98%	52	100%	49	100%	144	99%	33	100%	41	100%	37	100%	111	100%
95 or higher	2	100%	6	100%	5	100%	13	100%	2	100%	5	100%	3	100%	10	100%
Total	328	85%	383	88%	405	86%	1,116	86%	204	79%	251	87%	271	85%	726	84%

Table 21. Success rates by major\* (only majors with at least 20 students).

Major	Cohort	CHY 121		MAT 122		MAT 126		MAT 127		PSY 100		ANT 101		ECO 120		BIO 100		PHY 121	
		% taking	Success rate	% taking	Success rate	% taking	Success rate	% taking	Success rate	% taking	Success rate	% taking	Success rate	% taking	Success rate	% taking	Success rate	% taking	Success rate
Explorations	598	6%	35%	17%	69%	8%	73%	1%	38%	59%	73%	14%	64%	19%	64%	27%	80%	1%	75%
Pre-Engineering	313	36%	35%	48%	66%	60%	46%	18%	51%	17%	65%	6%	67%	12%	63%	5%	87%	40%	72%
Biology	301	62%	61%	42%	71%	56%	66%	4%	77%	51%	86%	31%	78%	7%	70%	93%	91%	2%	83%
Nursing	264	0%	0%	1%	67%	0%	0%	0%	0%	70%	94%	46%	92%	0%	100%	86%	96%	0%	0%
Psychology	255	4%	18%	13%	69%	8%	60%	0%	100%	82%	77%	10%	54%	4%	60%	43%	80%	0%	0%
Mechanical Engineering	254	8%	67%	4%	80%	77%	77%	64%	80%	12%	84%	8%	86%	19%	94%	0%	100%	93%	87%
Undeclared LAS	252	8%	52%	26%	65%	11%	67%	2%	100%	52%	72%	12%	52%	17%	75%	37%	84%	2%	83%
Foundations	242	2%	33%	16%	45%	1%	0%	0%	0%	43%	49%	1%	0%	6%	50%	21%	61%	0%	0%
Business Administration	206	0%	100%	3%	67%	4%	89%	0%	100%	85%	86%	6%	85%	98%	87%	1%	50%	1%	100%
Marine Science	195	2%	100%	54%	70%	52%	53%	4%	100%	18%	78%	13%	81%	2%	75%	90%	89%	10%	95%
Pre-Business	187	0%	0%	1%	50%	1%	50%	0%	0%	91%	53%	4%	29%	73%	66%	3%	100%	0%	0%
Animal & Vet Sciences	170	85%	40%	51%	70%	37%	62%	0%	0%	16%	68%	1%	100%	4%	83%	91%	84%	1%	100%
Computer Science	166	4%	71%	34%	46%	60%	63%	30%	66%	14%	71%	3%	60%	14%	74%	4%	86%	11%	78%
Civil Engineering	161	2%	50%	9%	79%	78%	85%	70%	84%	9%	80%	6%	89%	12%	100%	2%	100%	80%	96%
Undeclared ENGR	153	17%	62%	9%	57%	82%	74%	52%	75%	20%	73%	14%	82%	26%	83%	5%	75%	86%	83%
Wildlife Ecology	135	12%	88%	56%	75%	19%	77%	1%	0%	5%	57%	34%	85%	83%	84%	83%	85%	1%	100%
Chemical Engineering	134	87%	79%	3%	25%	75%	83%	66%	89%	18%	83%	8%	82%	19%	92%	4%	60%	87%	84%
Bioengineering	112	93%	81%	2%	50%	72%	78%	52%	84%	19%	90%	4%	100%	3%	67%	5%	100%	90%	91%
Political Science	96	0%	0%	13%	42%	3%	67%	0%	0%	22%	76%	6%	67%	13%	92%	5%	80%	0%	0%
Ecology & Environmental Sciences	91	11%	70%	49%	67%	31%	82%	3%	33%	8%	86%	43%	92%	11%	90%	87%	94%	0%	0%
Zoology	90	51%	54%	43%	69%	56%	72%	1%	100%	43%	87%	32%	93%	8%	100%	92%	88%	0%	0%
Kinesiology & Physical Education	89	3%	100%	26%	78%	1%	100%	0%	0%	87%	86%	25%	82%	10%	89%	93%	86%	0%	0%
Elementary Education	85	0%	0%	2%	0%	1%	0%	0%	0%	84%	85%	11%	100%	2%	100%	5%	50%	0%	0%
Mechanical Eng. Technology	81	4%	67%	49%	75%	51%	61%	19%	73%	4%	100%	1%	100%	6%	100%	0%	0%	9%	100%
Marketing	76	0%	0%	0%	0%	0%	0%	0%	0%	89%	91%	8%	83%	99%	87%	1%	100%	0%	0%
Athletic Training	75	3%	50%	40%	73%	3%	50%	0%	0%	92%	86%	13%	80%	8%	50%	95%	72%	0%	0%
Computer Engineering	75	0%	0%	8%	67%	64%	67%	53%	73%	3%	100%	1%	0%	5%	100%	3%	100%	83%	81%
Electrical Engineering	74	1%	100%	1%	100%	74%	81%	73%	80%	5%	100%	1%	100%	5%	100%	0%	0%	86%	97%
Secondary Education	68	1%	100%	13%	67%	13%	56%	12%	88%	85%	79%	9%	100%	12%	88%	6%	100%	0%	0%
Biochemistry	67	85%	63%	27%	72%	66%	70%	30%	85%	16%	100%	6%	50%	7%	80%	10%	100%	4%	100%



Table 21. Success rates by major (cont.).

Major	Cohort	CHY 121		MAT 122		MAT 126		MAT 127		PSY 100		ANT 101		ECO 120		BIO 100		PHY 121	
		% taking	Success rate	% taking	Success rate	% taking	Success rate	% taking	Success rate	% taking	Success rate	% taking	Success rate	% taking	Success rate	% taking	Success rate	% taking	Success rate
Forestry	65	3%	100%	66%	77%	11%	100%	2%	100%	0%	0%	14%	89%	68%	77%	3%	50%	3%	100%
Finance	62	3%	100%	3%	50%	11%	100%	0%	0%	90%	95%	3%	100%	95%	90%	2%	100%	0%	0%
Accounting	60	0%	0%	5%	33%	5%	67%	0%	0%	88%	87%	5%	67%	92%	82%	0%	0%	0%	0%
Management	60	0%	0%	0%	0%	0%	0%	0%	0%	90%	83%	0%	0%	97%	86%	3%	100%	0%	0%
Construction Engineering Technology	57	0%	0%	81%	74%	16%	78%	4%	50%	0%	0%	0%	0%	21%	83%	0%	0%	2%	100%
Communication Sci. and Disorders	56	0%	0%	4%	50%	2%	100%	0%	0%	77%	93%	7%	100%	2%	0%	18%	90%	0%	0%
Food Science & Human Nutrition	56	16%	78%	52%	79%	16%	67%	0%	0%	71%	78%	0%	0%	38%	76%	80%	82%	0%	0%
New Media	53	2%	100%	17%	67%	6%	100%	4%	50%	11%	83%	0%	0%	8%	75%	2%	100%	2%	100%
International Affairs	51	2%	0%	8%	50%	0%	0%	0%	0%	10%	100%	4%	50%	8%	50%	6%	100%	0%	0%
English	49	2%	0%	18%	89%	8%	100%	0%	0%	33%	69%	8%	100%	4%	100%	4%	50%	0%	0%
Anthropology	39	0%	0%	13%	60%	15%	100%	0%	0%	18%	86%	97%	84%	5%	50%	26%	80%	3%	100%
Chemistry	39	97%	58%	36%	50%	62%	92%	51%	70%	38%	87%	10%	50%	13%	100%	15%	100%	49%	100%
History	39	0%	0%	8%	33%	8%	67%	0%	0%	18%	71%	13%	100%	5%	50%	10%	100%	0%	0%
Child Development/Family Relations	38	0%	0%	0%	0%	0%	0%	0%	0%	84%	91%	50%	89%	3%	100%	3%	100%	0%	0%
Music Education	37	0%	0%	0%	0%	3%	100%	0%	0%	86%	63%	0%	0%	5%	100%	3%	100%	0%	0%
Economics	37	8%	100%	14%	60%	30%	91%	8%	67%	30%	73%	16%	67%	81%	87%	5%	100%	5%	100%
Electrical Engineering Technology	36	0%	0%	72%	65%	50%	56%	17%	67%	6%	50%	0%	0%	6%	100%	3%	100%	6%	100%
Physics	36	14%	100%	8%	67%	61%	64%	58%	62%	17%	100%	3%	100%	6%	100%	8%	67%	83%	77%
Journalism	34	0%	0%	0%	0%	6%	50%	0%	0%	38%	69%	6%	0%	15%	80%	3%	100%	0%	0%
Communication	34	0%	0%	0%	0%	0%	0%	0%	0%	35%	83%	0%	0%	18%	83%	6%	100%	0%	0%
Pre-Business Foundations	32	0%	0%	6%	50%	3%	0%	0%	0%	78%	28%	3%	0%	47%	67%	0%	0%	0%	0%
Engineering Physics	31	68%	52%	0%	0%	77%	71%	58%	78%	13%	100%	6%	50%	16%	60%	0%	0%	94%	86%
Social Work	30	0%	0%	3%	100%	0%	0%	0%	0%	63%	79%	60%	83%	0%	0%	10%	67%	0%	0%
Molecular & Cellular Biology	30	90%	67%	30%	44%	57%	76%	33%	60%	20%	83%	13%	100%	7%	100%	7%	100%	0%	0%
Mathematics	29	7%	100%	7%	50%	38%	82%	62%	83%	38%	100%	3%	100%	45%	92%	3%	100%	10%	100%
Undeclared NSFA	24	21%	60%	25%	67%	17%	75%	4%	100%	50%	67%	4%	0%	21%	60%	92%	86%	0%	0%
Sociology	23	0%	0%	9%	50%	0%	0%	0%	0%	52%	75%	17%	75%	4%	100%	9%	100%	0%	0%
Studio Art	22	5%	0%	23%	60%	5%	0%	0%	0%	32%	86%	0%	0%	23%	60%	9%	50%	0%	0%
Earth Sciences	21	0%	0%	67%	86%	62%	77%	24%	60%	19%	75%	29%	100%	0%	0%	10%	100%	29%	100%
Medical Laboratory Sciences	21	90%	58%	52%	73%	24%	40%	5%	100%	38%	88%	33%	100%	0%	0%	95%	95%	0%	0%
Microbiology	20	90%	56%	40%	88%	55%	55%	0%	0%	15%	67%	5%	100%	0%	0%	5%	100%	0%	0%

\*Major as of fall census of first semester.

### **Areas for Further Analysis**

This report represents a first installment of baseline data for exploring first-year retention. We expect additional analyses will be necessary as particular areas of interest are identified in the First-Year Academic Experience working groups. Some potential areas for additional analyses:

- Responses to the 2017 NSSE by first-year students
- Financial holds
- Relationship between student-level net price and retention
- TRIO participation